

Brockington College

Blaby Road, Enderby, Leicester, Leicestershire LE19 4AQ

Inspection dates

1–2 November 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The principal and other senior leaders provide strong and effective leadership. They are ambitious for all pupils and have managed a period of substantial change at the school well.
- The leadership of subjects is good. Leaders know their subjects well. They are committed to ensuring that pupils make good progress and exceed expectations.
- The leadership of the school's work with disadvantaged pupils is good. Differences between their progress and the progress of other pupils nationally have diminished rapidly.
- Leadership of the school's work with pupils who have special educational needs and/or disabilities is very strong. As a result, pupils make good progress.
- The school's work to promote pupils' spiritual, moral, social and cultural development is outstanding. It contributes well to pupils' personal development.
- Effective leadership of teaching and learning has ensured that teaching is good throughout the school.
- Teachers provide a wide range of learning opportunities for pupils. These contribute to their good progress.
- The school's first set of GCSE results in 2017 was broadly average. Pupils made good progress in a range of subjects.
- Procedures to safeguard pupils at school are good. The school supports pupils, especially vulnerable pupils, very well.
- Pupils' behaviour around the school and in lessons is good. Pupils are very respectful and supportive of each other.
- Pupils are confident and self-assured. They show consistently positive attitudes to learning.
- Attendance has improved and is now above the national average.
- The school's values are an integral part of daily school life. They contribute to good relationships between pupils and staff. Pupils feel safe and well supported at school.
- Governors know the school well and have a clear and ambitious vision for the school. They make a significant contribution to school improvement.
- The systems used to track pupils' progress through the school year are not consistent. This means that some staff take action too slowly if pupils are falling behind.
- The curriculum is very broad. Pupils have a vast range of choice at key stage 4. Some pupils, especially the most able, do not take courses that are most appropriate for their abilities.

Full report

What does the school need to do to improve further?

- Ensure that senior leaders sharply refocus the curriculum in key stage 4 so that it is more ambitious, has greater depth and more effectively meets the needs of all pupils including the most able.
- Improve the quality of teaching, learning and assessment by:
 - ensuring that teachers and leaders at all levels use a consistent approach when they assess pupils' learning and track their progress so they can take action more quickly if pupils fall behind
 - checking more closely the impact of teachers' training and professional development on pupils' progress.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal and the other members of the senior leadership team lead the school well. They have managed effectively a period of substantial change at the school. This has included the introduction of a new key stage and a rapid growth in pupil numbers.
- An ethos of ambition and aspiration for all pupils is clear throughout the school. Leaders are determined that all pupils will succeed and that the school will continue to grow and develop.
- The school's values and its Christian ethos underpin everything that it does. A culture of tolerance and respect is modelled by staff and pupils. This means that pupils feel very safe and well supported. Staff are proud to work at the school. Morale is high.
- Leaders and governors know the school well. They have an accurate view of the school's strengths and areas for development. Plans for improvement are detailed and rigorous, including those related to individual subjects.
- Leaders of subjects are tenacious in their drive for improvement. Some are relatively new in post and they have already had a positive impact on pupils' progress. They know their subjects well. They are fully committed to ensuring that all pupils will make good progress and exceed expectations.
- Leaders support teachers new to the profession well. Those spoken with very much value the support and training they receive from the school.
- The system to manage the performance of teachers is used effectively to tackle any weaknesses in teaching. Decisions about whether or not teachers receive pay increases are based on pupils' progress and observations of teaching and learning.
- The leadership of the school's work with disadvantaged pupils is strong. These pupils receive a wide range of support and extra teaching. The pupil premium funding used to support their progress has been spent wisely. This means that they make similar progress to other pupils nationally.
- The leadership of the school's work with pupils who have special educational needs and/or disabilities is excellent. All pupils are known very well as individuals. Staff are totally determined that they will be helped to get the most out of their school experience. These pupils are well supported, both in and out of the classroom. They are provided with a range of extra opportunities that enhance their learning. As a result, they make good progress.
- The school's work to promote pupils' spiritual, moral, social and cultural development is outstanding. Pupils have many opportunities to explore their spirituality through assemblies. A comprehensive programme is delivered in tutor time at the start of every day. These contribute significantly to pupils' personal development.
- The school provides a broad extra-curricular programme. There is a wide range of activities for pupils at lunchtime, after school and at weekends. The extra-curricular programme contributes well to pupils' physical and personal development, as well as to their academic progress.

- The school communicates well with parents about their child's progress and welfare. One parent described the school as having a 'remarkable communication structure'. This means parents are confident that the school takes seriously any concerns they may have.
- The personal development curriculum supports pupils' preparation for life in modern Britain. It is underpinned by the school's values. Respect and tolerance are the norm in the school's open and honest culture. Pupils have additional opportunities to explore themes such as democracy. They take part, for example, in the UK Youth Parliament elections.
- Pupils are taught well how to keep themselves safe from exploitation and abuse. They also learn about the dangers of extremism and radicalisation.
- Equality of opportunity is very much part of the school's ethos. Pupils are clear that any discriminatory behaviour is not tolerated. They know that pupils are free to be who they are at the school, within the school's values and ethos.
- The school provides highly personalised learning experiences for vulnerable pupils. Staff put a great deal of care and thought into providing a bespoke curriculum for pupils who need high levels of support. This ensures that they can remain at school and make progress at a rate that is appropriate for them.
- The leadership of teaching and learning is good. Teachers are supported to ensure that they improve their practice. A range of training and development opportunities are offered to teachers. This includes working with staff in other schools, which they appreciate. Leaders, however, do not systematically evaluate the impact of training on pupils' progress.
- The school has systems in place to assess what pupils have learned and track their progress. The information is collected regularly but the systems used throughout the school are not consistent. This means that leaders are sometimes too slow to intervene if pupils are falling behind.
- The school's curriculum in key stage 3 is well balanced. The curriculum in the new key stage 4 was developed to ensure that pupils entering Year 10 could choose from a very wide range of subjects. Some of these are studied off-site at a local college. Some courses do not have sufficient depth of learning. As a result, some pupils take courses which are not appropriate for their abilities. This applies particularly to the most able pupils.

Governance of the school

- The single academy trust, Brockington College, forms the governing body for the school.
- The governing body is run effectively through a comprehensive committee structure. Governors have a broad range of skills and experience. They use these to challenge the principal and other senior leaders effectively about the school's performance.
- Governors have a clear vision for the school. They understand the journey the school has been on over recent years and have clear ambitions for the future. They know the school's strengths and weaknesses well.

- Governors are frequent visitors to the school. Each governor has an area of responsibility. They take their role of checking these areas very seriously.
- The governing body makes sure no member of staff is rewarded for poor performance. It rigorously follows the school's policy on pay and performance. Teachers who do not meet their targets do not receive pay increases.
- The governing body carries out all its responsibilities effectively. These include financial oversight and safeguarding pupils. Governors ensure that they keep up to date with training related to safeguarding and the 'Prevent' duty.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding throughout the school. All staff are aware of the procedures they need to follow if they have a concern about a child.
- All staff receive regular up-to-date training. Robust systems are in place for staff to log and follow up any safeguarding concerns.
- Pupils are confident that there is always an adult they can talk to if they have a worry or concern. They are unanimous in their view that they are safe and well cared for. They know that the school places a great emphasis on teaching them how to keep themselves safe, including when online and in relation to extremism and radicalisation.

Quality of teaching, learning and assessment

Good

- Pupils achieve well because they benefit from good and sometimes outstanding teaching. Teachers' expectations are high.
- Pupils benefit from lessons that are planned effectively to meet their needs. Teachers provide a range of different learning opportunities in lessons. This enables pupils to focus on their learning and make good progress.
- Teachers have strong subject knowledge. They teach with enthusiasm and quickly correct any misconceptions in pupils' learning. As a result, pupils are keen to learn and interested in their lessons.
- The way teachers question pupils about their learning is a strength. They are skilled at challenging pupils to think deeply about what they are learning. Teachers ask pupils to explain how they arrive at their answers to questions. A key feature of lessons is the support and patience of pupils with their peers. Pupils are not afraid of making mistakes. They recognise that this helps them to learn.
- Time is used well in lessons. Tasks set are clear and teachers move learning on quickly so that pupils make good progress. Very occasionally, the work set is not hard enough for some pupils, particularly the most able.
- The support of other adults in the classroom is crucial to the success of pupils who have special educational needs and/or disabilities. They know the pupils and their learning needs well. This means they can target their support effectively.

- Feedback to pupils on their learning is given in line with school policy in all subjects. Pupils respond to the feedback and mostly make rapid progress as a result.
- Teachers develop pupils' literacy and communication skills well across the curriculum. For example, the '200 word challenge' is a regular feature of English lessons. It helps pupils to gain skills in extended writing in other subjects. Teachers incorporate mathematical skills effectively into a number of other subjects. These include science, which is supporting the development of pupils' numeracy skills well.
- Teachers plan and set homework regularly for each year group. Younger pupils are set homework each night. Pupils in key stage 4 are set homework for the whole week. This prepares them well for life after they leave school.
- The majority of parents feel that their child is taught well. Parents receive regular, detailed information about their child's progress. This information tells parents about the school's expectations for their child and what their child needs to do to improve his or her work.
- Equality of opportunity is implicit in all lessons and around the school. It is underpinned by teachers modelling the school's values. The school's ethos of welcome and inclusion for all pupils means that there are very few instances of any derogatory language.
- The tracking of pupils' progress in different subjects is done in different ways and is not always coordinated. This means that teachers sometimes do not recognise the need for additional support for pupils who are falling behind and this support is delayed.
- Teachers benefit from a thorough programme of training and development. This is improving their practice but it is not always clear what impact the training has on pupils' progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school is welcoming and inclusive. Everyone is valued as an individual and this is appreciated by pupils. They are confident, self-assured and articulate.
- Pupils feel very safe and well supported by adults at the school. They understand that the school places a high priority on their safety and well-being. They appreciate the care and respect adults show them.
- Pupils know that teachers and other adults want them to achieve well. They recognise the effort staff put in to ensure that they make good progress. They appreciate the extra help they get if they need it. All this contributes to their positive attitudes to learning.
- Vulnerable pupils, pupils who are looked after and pupils who have special educational needs and/or disabilities are supported exceptionally well. They receive help academically and in their personal development. They are making good or outstanding progress as a result.

- The personal development curriculum is very broad and covers a range of age-appropriate topics, including keeping healthy, careers and the law. It contributes well to pupils' personal development and their awareness of issues such as extremism and radicalisation. Pupils have a good understanding of British values. They are well prepared for life in modern Britain.
- A very small number of pupils receive part or all of their education at 'The Way of the Horse' therapeutic centre, a local special school or through the South Leicestershire Behaviour Partnership. Their attendance and progress are monitored by the school. They are making reasonable progress on their courses.
- A large number of pupils take courses at a local college of further education, chosen as part of their key stage 4 option choices. Leaders now check closely their progress and the quality of the provision they are receiving.
- The vast majority of parents believe their child is safe, happy and well looked after at school.
- The programme of careers education at the school is relatively new. It is comprehensive and makes good use of external organisations and independent advisers. It is effective in preparing pupils well for their next stage in education, training or employment.

Behaviour

- The behaviour of pupils is good.
- Pupils are punctual to school and to lessons. They arrive at school well prepared and eager to learn. They are polite and courteous and show good manners. Good relationships contribute to a very welcoming and friendly atmosphere in school.
- Pupils get on well together and are respectful of everyone's background and differences. If pupils struggle with their learning, other pupils always help them out in a very respectful manner. This contributes to their positive attitudes to learning and good progress.
- Attendance has improved recently and is now above the national average for each year group. The number of pupils who are regularly absent from school has also reduced. This is because staff have worked hard to ensure that there are strategies in place to make sure that pupils attend well.
- The number of pupils who have been excluded from the school for short periods of time has reduced significantly. This is because the school uses a staged approach to dealing with any poor behaviour. This approach is well understood by pupils, parents and staff. It ensures that pupils are supported to remain in school. They continue their class work in special classrooms if they have behaved badly.
- Pupils look smart in their uniforms and there is no graffiti in the school buildings.
- Very rarely, there is some low-level disruption in lessons. Pupils are quick to respond to teachers' instructions if this happens.

Outcomes for pupils

Good

- Pupils make good progress across a range of subjects in key stages 3 and 4. The first pupils to sit GCSE examinations after the school expanded its age range were in Year 11 in 2017. Pupils achieved well in the majority of subjects, including in English and mathematics.
- The progress of pupils currently at the school has shown improvement each year. Where there are any concerns about the achievement of any group of pupils in a subject, well-devised action plans are in place to tackle any identified concerns.
- Disadvantaged pupils make good progress across a range of subjects. In 2017, the progress of disadvantaged pupils was similar to that of other pupils nationally in English and mathematics. Differences between the attainment and progress of disadvantaged pupils and those of other pupils nationally are diminishing rapidly. Disadvantaged pupils make good progress because they are supported through extra help outside of the school day.
- Pupils who have special educational needs and/or disabilities make good progress from their starting points. This is because they are well known as individuals and receive effective targeted support, in and out of the classroom. They make particularly striking progress in reading as a result of an intervention called the 'Brockington Books Scheme'.
- Pupils read widely and often. They choose books that match their abilities and show a good understanding of the texts they are reading. They use good strategies when they read unfamiliar words. Reading is part of their learning in all subjects.
- The most able pupils generally make good or outstanding progress. A number of the most able pupils gained the highest GCSE grades in English and mathematics in 2017.
- GCSE courses have only been offered for the last two years and pupils made good progress in most subjects taken.
- Pupils who enter Year 7 with attainment that is below average in English and mathematics receive extra help so they can catch up. They make significant gains in a short time as a result of this support.
- A small number of pupils receive part or all of their education elsewhere. They are on courses that are appropriate for their individual needs and are making reasonable progress.
- A large number of pupils in key stage 4 take an accredited qualification at a local college of further education. In some cases, pupils are taking courses which do not match their abilities. The school is now ensuring that the monitoring of the progress and attainment of these pupils is robust so that they achieve at the highest levels.

School details

Unique reference number	138521
Local authority	Leicestershire
Inspection number	10036057

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,297
Appropriate authority	Board of trustees
Chair	Russell Andrews
Principal	Chris Southall
Telephone number	0116 2863722
Website	www.brockington.leics.sch.uk
Email address	admin@brockington.leics.sch.uk
Date of previous inspection	15–16 January 2014

Information about this school

- The school is larger than the average-sized secondary school. It converted to be an academy in August 2012 and is a single academy trust. It is a Church of England school.
- The school changed its age range from age 11–14 to 11-16 in September 2015.
- The majority of pupils are from White British backgrounds. A smaller proportion than average speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is below average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is below average.
- The proportion of disadvantaged pupils is below average.
- A very small number of pupils receive part or all of their education through the 'The Way of the Horse' therapeutic centre, at a local special school or through the South

Leicestershire Behaviour Partnership.

- A large number of key stage 4 pupils take an accredited qualification at a local college of further education.
- The school meets the government's floor standards, which set out the minimum expectations for pupils' attainment and progress at the end of Year 11.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.

Information about this inspection

- Inspectors observed teaching and learning in 39 lessons across subjects and in all year groups. A number of these observations were carried out jointly with a senior leader.
- The inspection team looked closely at pupils' work in a sample of books across a range of subjects and in all year groups. They also looked at pupils' books in lessons.
- Meetings were held with senior leaders, leaders in charge of subjects and other aspects of the school's work, teachers and governors. Telephone conversations were held with staff at external providers.
- Inspectors spoke with pupils from all year groups in meetings, informally around the school and in lessons.
- Inspectors scrutinised a range of documents. These included senior leaders' evaluations of the school's performance, improvement plans, performance management documentation, records of training and professional development, and information on pupils' attainment, progress, behaviour and attendance.
- Inspectors considered the 96 responses to Ofsted's online questionnaire, Parent View, the 79 responses to the online questionnaire for staff and the 61 responses to the online pupil survey.

Inspection team

Denise Newsome, lead inspector	Ofsted Inspector
Clive Worrall	Ofsted Inspector
Tracey Ydlibi	Ofsted Inspector
Matthew Spoors	Ofsted Inspector
Andy Hunt	Ofsted Inspector

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Manchester
M1 2WD

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